

4-12-1993

University of Northern Iowa Faculty Senate Meeting Minutes, April 12, 1993

University of Northern Iowa. Faculty Senate.

Let us know how access to this document benefits you

Copyright ©1993 Faculty Senate, University of Northern Iowa

Follow this and additional works at: https://scholarworks.uni.edu/facsenate_documents



Part of the [Higher Education Commons](#)

Recommended Citation

University of Northern Iowa. Faculty Senate., "University of Northern Iowa Faculty Senate Meeting Minutes, April 12, 1993" (1993). *Documents - Faculty Senate*. 710.

https://scholarworks.uni.edu/facsenate_documents/710

This Minutes is brought to you for free and open access by the Faculty Senate at UNI ScholarWorks. It has been accepted for inclusion in Documents - Faculty Senate by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

FACULTY SENATE
APRIL 12, 1993
1461

ANNOUNCEMENTS

1. Call for Press Identification.
2. Comments from Provost Marlin.

CALENDAR

3. 526 "Request from the Graduate Council for the establishment of Master of Science in Environmental Science/Technology and to add new courses." It was indicated that the Graduate College had not yet acted on this and may be making changes to working draft. If docketed, changes would be forwarded to Senators for further consideration before the April 26 Senate meeting. Motion was made to Docket in regular order (Docket #461). See Appendix A.
4. Chair Longnecker distributed recommendations from the Educational Policy Committee in regard to the Student Academic Grievance Procedure to be discussed at next Senate meeting. See Appendix B.

NEW/OLD BUSINESS

5. Myra Boots, representing the nominating committee for Faculty Senate offices, submitted the following nominees: Barbara Lounsberry - Chair, and Diane Baum - Vice Chair. There being no further nominations from Senators, nominations were closed until the April 26 Senate meeting.
6. Chair Longnecker announced the following faculty members had agreed to serve as faculty member on the Military Science Liaison and Advisory Committee, if elected: Ervin Dennis, Don Erusha, David Rachor, and Dean Primrose (currently serving). There being no further nominations from Senators, written ballots were cast with Don Erusha being elected as the senate appointee.
7. Chair Longnecker relinquished the chair to Vice-Chair Lounsberry. Acting Chair Lounsberry introduced the topic of "grade inflation." Registrar Philip Patton presented additional information which was requested at the March 22 Senate meeting. Motion was made and approved to accept Registrar Patton's report. See Appendix C.

It being the consensus of the Senate that this subject needed to be discussed further in depth throughout the university faculty, this subject was referred to Myra Boots, Faculty Chair, so she could bring it before university faculty and report back to Faculty Senate.

DOCKET

8. 524 459 Request from Clifford Highnam to Establish an ad hoc Committee to Study Two Matters Related to Support for/of Faculty Research (automatic return from table last meeting - March 22).

Individuals involved in the grant application process were invited to this Senate meeting to take part in an informative discussion. After a lengthy discussion, motion was made and approved to remove issue from table. It was moved and approved to establish an ad hoc committee, comprised of six members - one member from each College Senate and one member from the Library, for the purpose of evaluating processes involved in grant proposals and how faculty may be facilitated in their faculty research process. This ad hoc committee will report their findings to Faculty Senate in Fall 1993.

9. 525 460 Recommendation from the Graduate Council to add Master of Arts in Women's Studies and to add a new course "Graduate Seminar in Women's Studies: Gender, Race and Class." See Appendix D.

Motion was made to approve and recommend to the administration. Motion carried.

The Faculty Senate was called to order at 3:30 p.m. in the Board Room of Gilchrist Hall by Chairperson Longnecker.

Present: Edward Amend, Diane Baum, Leander Brown, John Butler, Phyllis Conklin, Kay Davis, Sherry Gable, Reginald Green, Clifford Highnam, Randall Krieg, Roger Kueter, John Longnecker, Barbara Lounsberry, Katherine Martin, Erwin Richter, Ron Roberts, Nick Teig, Katherine VanWormer, Mahmood Yousefi, Myra Boots, University Faculty

ANNOUNCEMENTS

1. The Chair called for press identification, at which time no representatives identified themselves.
2. Comments from Provost Marlin.

Provost Marlin stated pending confirmation of Pomerantz as Board of Regents President would be decided this week, since voting must be done by April 15th.

The April 21 Board meeting will be held at UNI. She indicated the recipients of the Regents Awards for Faculty Excellence (six from each Regents University) would be honored Tuesday evening, April 20 in the Great Reading Room of Seerley Hall.

Provost Marlin indicated the Faculty Senate's recommendation that all academic buildings be declared smoke-free areas had been forwarded to the Cabinet. Recommendations on this matter also have been solicited from the P&S Council and Student Government, and she expects the Cabinet will take action on this matter shortly.

In conclusion, Provost Marlin announced the Graduate College had moved to Seerley.

CALENDAR

3. 526 "Request from the Graduate Council for the establishment of Master of Science in Environmental Science/Technology and to add new courses." See Appendix A.

Chair Longnecker indicated the Graduate College had not yet acted on this and may be making changes to the working draft which was attached to request. He explained he had thought it best to be brought forward as a calendar item this meeting, however, since only one Faculty Senate meeting remained for this academic year. He stated if this item was docketed, any changes to the working draft would be forwarded to Senators and further consideration could be made.

Brown moved, Gable seconded to docket in regular order. Motion passed. (Docket #461).

4. Chair Longnecker distributed recommendations from the Educational Policy Committee regarding the Student Academic Grievance Procedure for discussion at next Senate meeting. See Appendix B.

NEW/OLD BUSINESS

5. Myra Boots, representing the nominating committee for Faculty Senate offices, submitted the following nominees: Barbara Lounsberry - Chair, and Diane Baum - Vice Chair. There being no further nominations from Senators, nominations were closed until the April 26 Senate meeting.
6. Chair Longnecker announced the following faculty members who had agreed to serve as faculty member on the Military Science Liaison and Advisory Committee if elected: Ervin Dennis, Don Erusha, David Rachor, and Dean Primrose (currently serving). There being no further nominations, it was agreed to cast a written ballot. Don Erusha was elected as the Senate appointee.
7. Chair Longnecker relinquished the chair for the remainder of the meeting to Vice-Chair Barbara Lounsberry.

Acting Chair Lounsberry introduced the topic of "grade inflation" and referred Senators to additional information provided by Registrar Philip Patton, as requested at the last meeting. See Appendix C.

Referring to the last four pages of the report, Registrar Patton pointed out there had been an increase both in students being admitted from the upper half of their graduating class, and receiving an ACT of 21 or greater, seeming to indicate a better academically prepared student entering UNI. Also, as requested, he indicated those majors which require a minimum GPA, and also the number of courses which have been repeated in the past several years, noting the increase in numbers each Fall with the exception of Fall 1992.

Kueter moved, Richter seconded for approval of Registrar Patton's report. Motion carried.

In the discussion which followed Senators and faculty members in attendance expressed their concerns in such areas as grade expectations in a course, course structure distinctions, etc. They stated they recognized this was not just a problem at UNI but across the nation, but felt a disservice was being done to not address the problem at least at the UNI level.

Senator Gable stated she felt a clearer focus on the discussion was needed since various approaches could be taken, such as analyzing, explaining, or defending.

It was the consensus of the Senate and those present that this topic needed to be addressed further in depth throughout the university faculty, and that Faculty Senate should remain apprised of details. It was suggested this could be done through university faculty level, departmental levels, workshops, etc.

Discussion concluded with Acting Chair Lounsberry referring this topic to Myra Boots, Faculty Chair, so she could bring it before university faculty for their input and possible coordination efforts and then report back to Faculty Senate.

DOCKET

8. 524 459 Request from Clifford Highnam to Establish an ad hoc Committee to Study Two Matters Related to Support for/of Faculty Research (automatic return from table last meeting - March 22).

Acting Chair Lounsberry called upon each individual involved in the grant application process who had been invited to this Senate meeting to take part in an informative discussion. The individuals invited and who spoke were as follows: Joe Mitchell, Vice President for Development/Executive Vice President & Secretary, UNI Foundation; David Walker, Associate Graduate Dean; Edward Ebert, Grants & Contracts Administrator; Ruth Ratliff, Director of Corporate and Foundation Relations; Barton Bergquist, Assistant Dean College of Natural Sciences; and Scharron Clayton, Assistant Dean College of Humanities and Fine Arts.

David Walker, Associate Graduate Dean, stated he was surprised to learn concerns had been raised since their department has always been receptive to any grant application requests on the part of the faculty. He indicated that in November 1991 they began a series to keep faculty aware of the grant application process, deadlines, etc.. He indicated that IRIS and Internet are utilized for this communication.

Ed Ebert, Grants and Contracts Administrator, stated he always tries to be sensitive to deadlines and kept very close track of due dates, and also works closely with faculty in helping with their budgets.

Ruth Ratliff, Director of Corporate and Foundation Relations, also expressed surprise when learning of possible dissatisfaction in the grant application process, and stated she welcomed suggestions and complaints being brought to her so they could be properly addressed.

Joe Mitchell, Vice President for Development/Executive Vice President & Secretary, UNI Foundation, stated he too was unaware of concerns in the grant application process. He stated the UNI Foundation strives to work collaboratively with faculty and keep them aware through the grant process in an effort to put the "best foot of the university" forward for requests for funding.

Barton Bergquist, Assistant Dean College of Natural Sciences, stated he assists in finding funding sources, subscribes to "Federal Grants and Contracts Weekly", works closely with Grants and Contracts Administrator, and disseminates information on a daily basis through the application process.

Scharron Clayton, Assistant Dean College of Humanities and Fine Arts, stated there has been increased activity across campus in the grant application requests. She indicated that within CHFA there is a development committee representative from each department who serves as a liaison. She indicated she disseminates information by summarizing deadlines, copying information, and meeting individually with faculty. She stressed routing and disseminating information from the collegiate level needs to be timely and thorough. She stated she also subscribes to "Federal Grants & Contracts Weekly".

When all invited individuals had concluded their introductions, Senator Highnam stated he had been asked by several faculty to bring to the Senate their concerns, anxiety, frustration and apprehension involving the timeliness of processing grant applications and also the role of the UNI Foundation in the selectivity and filtering process. In regard to the report of sluggish and timely processing, he questioned what routing process is used. In regard to the role of the UNI Foundation in the selectivity and filtering process, he raised the following questions: Is competition avoided? Is there is selectivity and/or a suggestion made if two grant applications are made to the same agency, resulting in one being pulled? What is the "best foot of the university"? Who makes these decisions?

Senator Baum questioned Senator Highnam as to the meaning of paragraph 4, sentence 3 of his letter to John Longnecker dated February 16, 1993, which reads as follows: "But it has been reported that applications from UNI faculty to these agencies are routinely stopped before they leave campus."

Senator Highnam responded that all applications need to go through the UNI Foundation first and at that level the applications are sent to the funding agency. It has been reported that if there are two applications alike, it is decided here which one will go to the agency.

Vice President Mitchell responded this was not true, stating that the UNI Foundation has never asked any proposal to be pulled that he is aware of. In fact, he stated, in the case of agencies such as John Deere, Carver Trust, and McElroy Trust which have multiple application requests, faculty who have submitted applications are informed that multiple proposals are being sent.

In response to the question concerning the term "best foot of the university," Vice President Mitchell stated that each corporation has their own manner of operating and the procedure in which they want applications submitted to them. He stated part of the UNI Foundation's responsibility is to do as much advance work as possible to find out each corporation's procedures or expectations in order to best pave the way for faculty proposals which will be sent to these corporations. In addition, he stated all applications sent by the UNI Foundation are accompanied by a letter of endorsement from either President Curris, Ruth Ratliff, or himself.

Various faculty members in attendance stated sometimes they may have their own contacts at various agencies/corporations whom they feel could help in their endeavors. They expressed strong feelings that the faculty member submitting the grant application can best explain the intricacies of the grant and then work collaboratively with the corporation. They stated this collaborative effort would not only motivate the creative energy of researchers, but, in turn, the experience of hearing adverse comments, writing cutting edge material, etc. would serve as a vital learning tool for them.

Ruth Ratliff concurred but stated, "Early communication between faculty and the UNI Foundation needs to be done both ways since the UNI Foundation is the official representative of the university in the grant application process." She encouraged faculty members to use their personal contacts but to also notify the UNI Foundation that they have done so, since it can prove to be an embarrassment to the university if the corporation contacts the UNI Foundation and the Foundation is totally unaware of the grant application request.

Scharron Clayton stressed continuous communication and dissemination of information to faculty is very important so the faculty member feels included throughout the grant process. She indicated software which could provide the ability to update information quickly and be easily accessible through computers would be of great

benefit. She also stated faculty should be informed if there is more emphasis or priority placed on particular areas of research.

Boots moved, Baum seconded that this issue be removed from the table. Motion carried.

Highnam moved, Boots seconded to establish an ad hoc committee, comprised of six members - one member from each College Senate and one member from the Division of the Library, for the purpose of evaluating processes involved in grant proposals and how faculty may be facilitated in their faculty research process. This ad hoc committee will report their findings to Faculty Senate in Fall 1993. Motion carried with two abstentions.

9. 525 460 Recommendation from the Graduate Council to add Master of Arts in Women's Studies and to add a new course "Graduate Seminar in Women's Studies: Gender, Race and Class." See Appendix D.

Martha Reineke, explaining the process for development of the program, stated there were no such programs at University of Iowa or Iowa State University now or planned for the future. She indicated the Colleges of Social and Behavioral Sciences and Humanities and Fine Arts reviewed and revamped the proposal accordingly, and this was a product of the senates, advisory board and Graduate Council.

She added that enough departments are already involved in students writing theses on issues of Women's Studies, and this program would facilitate multiple sources for information. She stated the program draws on preexisting courses and this is a redistribution of those courses. In conclusion, she stated this had been approved by the Graduate Council by unanimous vote.

Senator Yousefi questioned the purpose of the program and whether these students would be marketable.

Reineke responded that many faculty already were doing nationally recognized research on gender. She stated students will use the M.A. degree as an avenue for a Ph.D. since the M.A. meets the increasing interest in multi-discipline study, while others will use the M.A. to expand specific knowledge of B.A. to enhance career options. In conclusion she stated that a survey of minor study programs across the country expressed student interest in this area.

Senator Teig questioned how many students might be impacted by this program to which Reineke responded five here may be typical, with the potential to be a very high drawing M.A. She added this provided a repackaging of options for students, classrooms were already full, and the resources and talents of faculty have been maximized by those faculty already involved.

Senator Roberts stated he felt this would be a good addition to UNI's graduate culture with good professors being involved.

Butler moved, Amend seconded to approve request and recommend to Administration. Motion carried unanimously.

There being no further business, Acting Chair Lounsberry called the meeting adjourned at 5:30 p.m.

Respectfully submitted,

Diane Wallace
Secretary

These minutes shall stand approved as published unless corrections or protests are filed with the Secretary of the Senate within two weeks of this date, April 22, 1993.

REPORT TO THE UNIVERSITY FACULTY SENATE

from the

GRADUATE COUNCIL

The University Graduate Council submits the following report to the University Faculty Senate and recommends that additions be made in the catalog as stated in this report.

APRIL 1993

COLLEGE OF NATURAL SCIENCES
Gerald W. Intemann, Dean

I. NEW PROGRAM AND NEW DEGREE:

MASTER OF SCIENCE IN ENVIRONMENTAL SCIENCE/TECHNOLOGY (new combined BS/MS or BA/MS degree program)

The University of Northern Iowa offers a Master of Science Degree in Environmental Science/Technology. The curriculum in the Environmental Science/Technology program provides academic and research opportunities for students seeking a terminal masters degree. The curriculum emphasizes environmental related course work in the various disciplines (biology, chemistry, geology, industrial technology, and physics) as well as additional courses selected from university offerings at large to assure a high level of competence in the students area of major interest. Working in cooperation with the science and industrial technology departments, graduate students are afforded excellent opportunities for field, laboratory, and industrial research through association with a large staff of scientists studying environmental issues.

Students interested in enrolling in the program must complete an application and be admitted to the program. Applications should include three letters of recommendation and transcripts of undergraduate and graduate credits. Results of the GRE are required of students whose undergraduate major is not in the sciences. Students wishing to receive an Environmental Technology degree must hold or be eligible to obtain a bachelors degree in engineering or industrial technology. UNI students may enter this program at the end of the junior year under the BA/MS or BS/MS programs offered in biology, chemistry, geology, or physics (see below).

Required Courses:

83:2xx, Environmental Biology
83:2xx, Topics in Environmental Chemistry
83:2xx, Global Systems
33:2xx, Environmental Technology Processes *
33:2xx, Technology & Management of Waste Materials *
83:202; 83:299.

The minimum number of hours beyond the Bachelors degree is 30. Beyond the required courses, the graduate advisory committee of each student will select additional course work tailored to the interests and research of the student. A course in quantitative methods in environmental science requiring one year of calculus, and a course in environmental economics (i.e. 92:123) requiring a basic economics course (i.e. 92:024) are generally selected.

*These courses will be required for students obtaining an environmental technology degree and will substitute for two of the above courses.

Combined B.A./M.S. or B.S./M.S. Program

The B.A./M.S. or B.S./M.S. program is offered on the thesis plan only, leading to both Bachelors degree in a discipline and Master of Science degree in environmental science. This program is recommended as a post baccalaureate degree for those students who wish to use their specialty from a science discipline as a base to study multidisciplinary environmental science. This program prepares students for positions with environmental consulting firms, government agencies, environmental departments within large companies and those companies specializing in environmental technologies.

Students interested in the program should declare their intent by the middle of the junior year. Thesis research will begin in the summer following the junior year and continue for 2 years. Students must meet the admissions requirement of the Graduate College upon transition from undergraduate to graduate status at the end of the senior year.

II. NEW COURSES

83:20x Environmental Biology - 3 hrs.
 83:20X Topics in Environmental Chemistry - 3 hrs.
 83:20x Global Systems - 3 hrs.
 33:20x Environmental Technology Processes - 3 hrs.
 33:20x Technology & Management of Waste Materials - 3 hrs.
 83:202 Environmental Science/Technology Seminar

I. Specific Recommendations:

1. The third sentence in the first paragraph should read: "Within the framework of academic freedom, the integrity of the classroom, and the prerogative of the faculty to assign grades, academic due process for the redress of classroom grievances must be available to students."

2. The following sentence should be added at the end of the first paragraph: "The Student Academic Grievance Procedure shall be the sole and exclusive means for the involuntary change of a student's grade."

3. The second and third paragraphs should be combined as follows: "A student who feels aggrieved because of something that an instructor has or has not done must state the grievance to the instructor, orally or in writing, prior to the end of thirty (30) school days from the beginning of the semester next following the semester or summer session in which the alleged offense occurred. Students who must be off-campus for academic requirements such as student teaching or field experience during the aforementioned thirty (30) school days must initiate such action no later than thirty (30) school days after the completion of such off-campus experience."

4. The fifth paragraph should read: "If the student remains unsatisfied with the redress or the explanation that has been offered, the student shall contact the instructor's department head."

5. After the first sentence of the tenth paragraph is dropped, the remainder should read: "The student shall also send a copy of the completed appeal form to the instructor. The student and the instructor shall provide copies of all materials in their possession pertinent to the grievance to the department head. The instructor shall provide the department head with a written explanation of his/her position in the dispute."

6. Paragraph twelve should read in part "all documentary evidence pertinent to the appeal (hereinafter denoted <appeal papers>)."

7. In paragraph fifteen the words "and the School of Business" should be deleted.

II. General Recommendations:

1. Additional procedures for the Board to follow in hearing an academic appeal:

11. The appellant (the losing party below) shall have the burden of proof in presenting the appeal.
12. The Board shall decide the case by a clear and convincing evidence standard (somewhere between a preponderance of the evidence standard and a beyond a reasonable doubt standard).

2. The procedural review process should discard the panel of lawyers and the lawyer chosen from that panel and substitute the president of the University as the sole authority to institute procedural review.

3. The forms for filing a grievance and perfecting an appeal should be uniformly standardized across the University and not individualized by department.



TO: University Faculty Senators

FROM: Philip L. Patton, Registrar *Philip L. Patton*

RE: Grade Inflation Information

DATE: March 25, 1993

At your last meeting you asked this office to prepare some background information on grade inflation. I hope the attached material satisfies your request.

If you have any questions concerning this information, please contact me. Should you desire additional information please feel free to call me. Thank you for your cooperation in this matter.

PLP:njr
attachment

Distribution by Percentile Rank Enrolled Freshmen New From High School Fall 1992

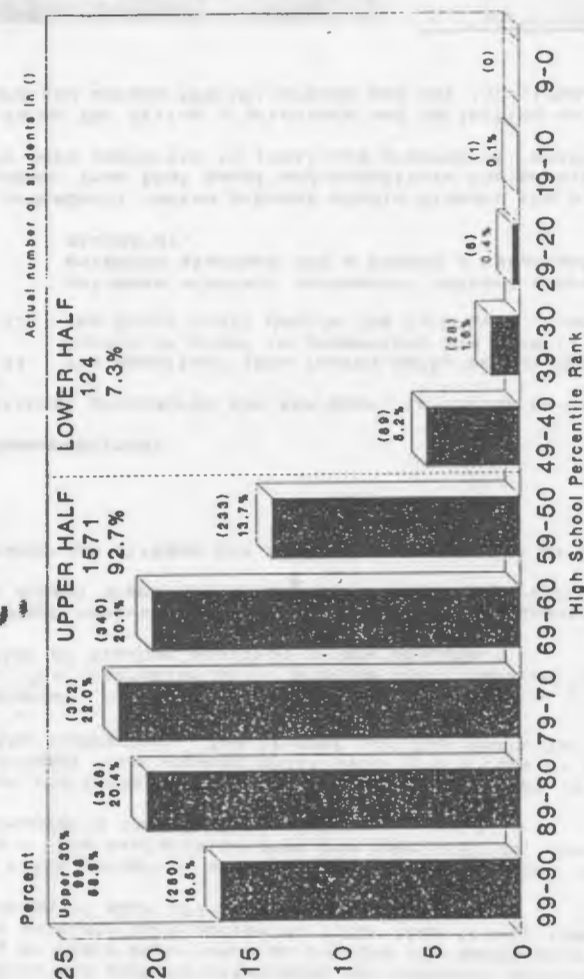


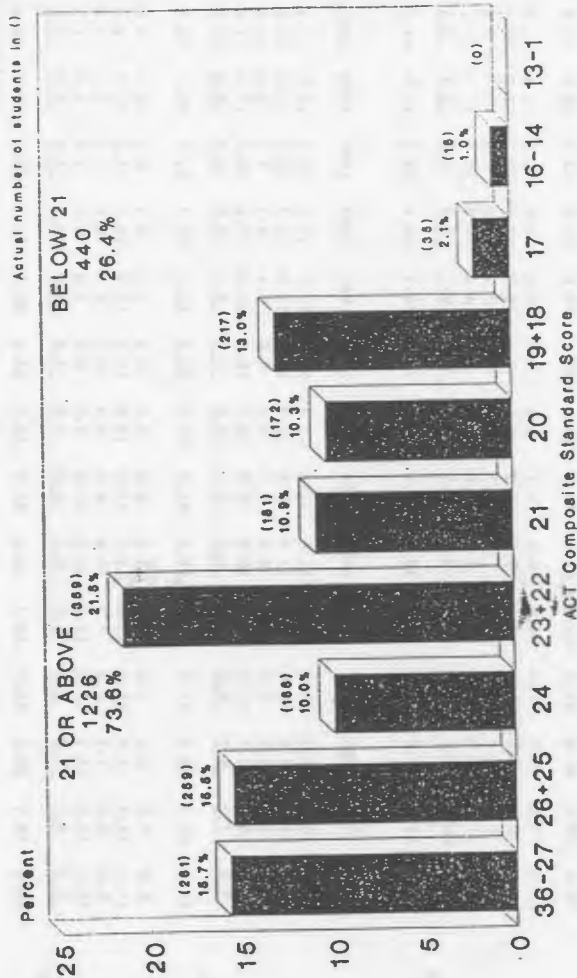
Table based on 1695

High School Percentile Rank

University of Northern Iowa
Office of Admissions
September 1992

Distribution By ACT Scores Enrolled Freshmen New From High School Fall 1992

APPENDIX C



University of Northern Iowa
Office of Admissions
September 1992

Table based on 1668

-47-

APPENDIX C

ACT Composite Scores for New Freshman Students Entering UNI Expressed by Quartile Range Fall Terms 1986-1992

	Lower		Upper
	Q ₁	Q ₂ + Q ₃	Q ₄
1986*	20.49	20.50-26.48	26.49
1987*	20.44	20.45-26.07	26.08
1988*	20.39	20.40-26.02	26.03
1989*	20.22	20.23-26.01	26.02
1990	21.05	21.06-26.15	26.16
1991	20.86	20.87-25.61	25.62
1992	20.86	20.87-25.68	25.69

* ACT scores for year 1986-through 1989 have been converted to "Enhanced" ACT norms.

University of Northern Iowa
Office of Admissions
September 1992

tables\1.45

-48-

PROFILES OF N/AW DEGREE STUDENTS ENTERING UNIVERSITY OF NORTHERN IOWA DIRECT FROM HIGH SCHOOL
Fall Semesters 1962-1992
HIGH SCHOOL RANK

Percentage of Students in Various Percentile Intervals

Percentile Rank	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978
90-99	18.4	22.0	20.8	20.0	20.7	22.0	21.5	20.2	21.8	21.0	20.7	16.7	19.2	19.5	19.0	15.7	17.3
80-89	22.7	20.4	22.6	21.0	22.5	21.4	23.8	21.9	21.0	21.7	18.8	18.4	18.2	17.5	18.1	18.4	16.6
70-79	17.9	19.9	20.4	20.0	20.7	19.5	19.5	20.5	19.3	19.2	17.2	17.8	15.0	15.8	15.0	16.9	16.8
60-69	15.8	16.8	15.8	18.0	15.6	15.9	16.6	16.2	15.3	14.9	14.8	13.5	14.1	13.5	15.8	14.5	13.7
50-59	12.1	12.3	12.4	14.0	14.3	14.2	13.2	13.6	12.7	11.5	13.9	10.3	11.5	11.0	11.1	12.0	12.0
Upper Half	86.9	91.4	92.0	93.0	93.8	93.0	94.6	92.4	90.1	88.3	85.4	76.7	78.0	77.3	79.0	77.5	76.4
40-49	9.5	5.3	5.6	5.0	4.7	5.3	3.9	5.3	6.3	7.3	7.7	9.1	8.7	9.0	8.7	9.1	10.9
30-39	2.0	2.0	1.0	1.0	1.0	1.2	1.0	1.5	2.1	3.1	4.2	6.0	6.3	5.8	5.6	7.4	7.0
20-29	1.1	0.7	0.7	0.0	0.3	0.4	0.3	0.4	0.9	1.1	1.5	5.1	3.9	4.8	4.4	4.8	4.1
10-19	0.4	0.5	0.5	1.0	0.1	0.1	0.1	0.2	0.4	0.1	0.6	2.3	2.4	2.2	1.5	1.0	1.3
0-9	0.1	0.0	0.2	0.0	0.0	0.0	0.1	0.2	0.2	0.0	0.6	0.7	0.7	0.8	0.8	0.1	0.3
Lower Half	13.1	8.5	8.0	7.0	6.1	7.0	5.4	7.6	9.9	11.6	14.6	23.2	22.0	22.46	21.0	22.4	23.6

Percentile Rank	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
90-99	18.3	17.2	17.2	16.7	18.8	17.9	16.7	20.6	21.1	18.1	18.3	18.7	18.5	16.5
80-89	18.3	18.9	18.1	16.7	16.8	17.9	18.7	21.3	20.7	20.9	21.4	22.4	20.4	
70-79	18.6	16.3	15.5	16.0	15.2	17.3	17.9	20.5	20.9	19.1	21.0	19.4	21.3	22.0
60-69	13.5	14.2	14.0	14.5	15.1	14.1	14.3	17.3	17.6	17.6	17.8	17.1	17.0	20.1
50-59	11.5	11.8	12.2	12.0	12.8	13.5	13.0	12.7	12.6	14.0	13.5	15.3	13.9	13.7
Upper Half	80.2	78.4	77.0	75.9	78.7	80.7	80.7	89.8	93.5	89.4	91.5	91.9	93.1	92.7
40-49	8.1	8.8	9.5	10.9	10.3	11.2	9.4	6.1	4.4	7.3	5.2	5.8	4.9	5.2
30-39	5.9	8.0	7.7	8.6	6.2	4.4	5.9	2.7	1.1	2.1	2.1	1.6	1.5	1.6
20-29	4.4	3.5	4.6	3.8	3.5	2.2	2.8	1.1	0.6	0.8	0.8	0.6	0.3	0.4
10-19	0.9	1.2	1.0	0.7	0.9	1.2	0.9	0.3	0.3	0.3	0.1	0.2	0.1	0.1
0-9	0.4	0.1	0.1	0.1	0.3	0.2	0.4	0.1	0.1	0.1	0.2	0.0	0.1	0
Lower Half	19.7	21.6	22.9	24.1	21.2	19.2	19.3	10.3	6.5	10.6	8.5	8.2	6.9	7.3

University of Northern Iowa
Office of Admissions
September 1992

chart/c.4

-52-

Fall Semesters 1963-1992
AMERICAN COLLEGE TEST
Percentage of Students in Various Percentile Intervals

Composite Standard Score	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977		
27 - 36	15.8	14.3	17.0	21.2	20.0	21.7	21.5	22.7	22.9	19.4	17.6	17.4	14.1	13.1	9.9		
25 & 26	17.7	22.6	23.0	19.6	20.8	21.6	21.8	19.7	20.8	17.5	14.9	14.2	14.4	13.0	12.7		
24	10.1	12.4	12.0	11.4	12.1	10.5	11.6	12.3	8.8	11.5	9.9	7.9	7.6	8.9	6.4		
22 & 23	23.3	20.8	21.0	21.6	20.2	20.2	19.2	19.3	18.6	17.7	17.0	15.6	15.3	13.7	13.7		
21	8.5	8.1	8.0	8.1	8.4	7.4	7.7	7.9	7.3	8.7	6.2	7.4	7.2	7.1	7.0		
SCORE OF 21 OR ABOVE	75.4	78.2	81.0	81.9	81.5	81.4	81.8	81.9	78.4	74.8	65.6	62.5	58.6	55.8	49.7		
20	13.0	7.6	7.0	7.4	5.5	6.5	5.1	5.4	7.0	5.8	7.0	6.0	6.5	6.5	7.8		
18 & 19	4.8	8.1	8.0	6.6	7.5	7.9	8.3	7.9	9.3	10.7	11.4	12.3	13.0	13.7	13.9		
17	4.9	4.0	2.0	1.7	2.7	1.8	1.7	2.4	2.3	3.5	4.8	3.8	5.7	5.8	6.3		
14 - 16	1.2	1.6	2.0	2.0	2.1	2.2	2.6	1.9	2.4	4.4	7.8	10.5	11.1	12.1	13.8		
1 - 13	0.5	0.5	0.0	0.3	0.7	0.2	0.5	0.5	0.6	0.7	3.4	4.9	5.2	6.1	8.5		
SCORE OF 20 OR BELOW	24.4	21.8	19.0	18.0	18.5	18.6	18.2	18.1	21.6	25.1	34.4	37.5	41.5	44.2	50.3		
Composite Standard Score	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992		
27 - 36	10.9	10.3	10.3	10.0	11.2	11.6	11.4	11.0	15.0	12.0	12.3	12.3	19.9	15.1	15.7		
25 & 26	11.7	12.5	9.8	11.0	10.7	11.4	10.5	11.9	14.8	13.6	13.2	12.8	15.0	14.9	15.5		
24	7.4	5.7	6.9	7.5	6.4	5.8	7.1	8.1	9.0	9.4	8.3	7.7	9.8	10.4	10.0		
22 & 23	13.7	15.5	15.4	15.0	15.7	16.8	16.8	18.9	18.4	20.0	20.6	20.2	17.6	21.4	21.5		
21	7.8	7.3	6.9	7.8	7.5	8.0	8.4	9.8	8.5	9.5	8.9	8.4	13.8	11.8	10.9		
SCORE OF 21 OR ABOVE	51.5	51.3	49.3	51.3	51.3	53.6	54.2	59.7	65.6	64.5	63.3	61.5	76.1	73.6	73.6		
20	6.8	7.0	8.4	7.3	7.4	7.2	8.9	8.7	7.3	7.7	8.3	8.7	6.7	9.6	10.3		
18 & 19	14.5	14.4	14.4	14.8	13.8	13.7	15.0	12.8	11.9	12.9	13.2	13.4	12.7	12.8	13.0		
17	6.0	6.8	7.1	6.2	7.1	5.8	6.5	5.4	4.3	3.9	4.6	5.3	3.1	2.4	2.1		
14 - 16	14.1	14.0	13.1	13.2	13.2	13.5	10.6	9.5	8.0	7.8	8.3	7.8	1.4	1.5	1.0		
1 - 13	7.1	6.5	7.8	6.8	6.9	6.2	4.7	3.8	2.8	3.0	2.3	3.2	0.0	0.1	0		
SCORE OF 20 OR BELOW	48.5	48.7	50.8	48.3	48.4	46.4	45.7	40.3	34.4	35.3	36.7	38.5	23.9	26.4	26.4		

Note: Enhanced ACT beginning with 1990

University of Northern Iowa
Office of Admissions
September 1992

chart/c.5

-53-

APPENDIX C

APPENDIX C

Comparison of ACT Composite Score
For Freshmen Students Entering Fall Term
In Selected Years Between 1960-1992

	1960*	1969	1979	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Mean Composite Score	22.0	24.0	20.6	20.6	20.8	21.0	21.3	22.1	21.8	21.8	21.6	23.1	22.8	22.9
Percent Students With Score Below 17	6.7	3.1	20.5	20.1	19.7	15.3	13.4	10.8	10.8	10.6	11.1	4.5	4.0	3.1
Percent Students With Score 21 and Above	63.7	81.8	51.3	51.5	53.6	54.2	59.8	65.6	65.6	63.3	61.5	76.1	73.6	73.6

* The first year that ACT was required of freshmen entering UNI
Note: Enhanced ACT beginning with 1990

APPENDIX C

University of Northern Iowa
Office of Admissions
September 1992

-54-

PERCENTAGE DISTRIBUTION BY ACT STANDARD COMPOSITE SCORE AND HIGH SCHOOL RANK IN CLASS
FOR STUDENTS NEW FROM HIGH SCHOOL ENTERING FALL 1971 THROUGH FALL 1992
FOR WHOM BOTH ACT SCORE AND RANK AVAILABLE

	Fall 1971 N=1587	Fall 1972 N=1427	Fall 1973 N=1488	Fall 1974 N=1543	Fall 1975 N=1596	Fall 1976 N=1713	Fall 1977 N=1815	Fall 1978 N=1863	Fall 1979 N=1899
Top 10% Rank	(197)	(143)	(125)	(142)	(139)	(140)	(100)	(117)	(123)
ACT Composite 27 & above	12.4	10.0	8.4	9.2	8.7	8.2	5.4	6.3	6.5
Top 30% Rank									
ACT Composite 24 & above	41.7	36.5	33.5	31.7	29.4	28.0	23.6	24.0	24.0
Top 50% Rank									
ACT Composite 21 & above	70.6	68.0	58.7	55.9	52.9	51.0	45.1	46.3	46.7
Top 50% Rank									
ACT Composite 20 & below	17.1	17.4	18.9	21.6	26.4	28.7	33.9	30.6	33.8
Lowest 50% Rank									
ACT Composite 21 & above	7.6	6.4	7.9	6.7	5.8	5.0	4.4	5.4	4.4
Lowest 50% Rank									
ACT Composite 20 & below	4.7	8.1	14.5	15.8	14.8	15.4	16.1	17.7	15.1

	Fall 1980 N=1892	Fall 1981 N=1978	Fall 1982 N=1846	Fall 1983 N=1769	Fall 1984 N=1702	Fall 1985 N=1923	Fall 1986 N=1876	Fall 1987 N=1802	Fall 1988 N=1874
Top 10% Rank	(109)	(108)	(114)	(130)	(116)	(115)	(165)	(133)	(122)
ACT Composite 27 & above	5.8	5.4	6.2	7.3	6.8	6.0	8.8	7.6	6.5
Top 30% Rank									
ACT Composite 24 & above	21.8	23.2	23.1	24.1	23.7	25.0	31.7	29.3	26.5
Top 50% Rank									
ACT Composite 21 & above	45.1	46.7	46.1	47.9	48.6	53.1	60.8	61.9	57.4
Top 50% Rank									
ACT Composite 20 & below	33.6	30.9	30.0	31.4	32.8	28.1	29.1	32.0	32.1
Lowest 50% Rank									
ACT Composite 21 & above	3.9	4.9	5.5	5.5	6.0	6.6	4.8	2.9	5.9
Lowest 50% Rank									
ACT Composite 20 & below	17.5	17.4	18.3	15.2	12.6	12.2	5.3	3.2	4.6

	Fall 1989 N=1986	Fall 1990 N=2062	Fall 1991 N=1971	Fall 1992 N=1683	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Top 10% Rank	(148)	(133)	(174)	(136)					
ACT Composite 27 & above	7.5	10.3	8.8	8.1					
Top 30% Rank									
ACT Composite 24 & above	27.0	35.6	33.1	32.0					
Top 50% Rank									
ACT Composite 21 & above	57.5	71.3	69.8	69.1					
Top 50% Rank									
ACT Composite 20 & below	34.1	20.7	23.4	23.6					
Lowest 50% Rank									
ACT Composite 21 & above	3.9	4.7	3.8	4.2					
Lowest 50% Rank									
ACT Composite 20 & below	4.4	3.2	3.0	3.1					

Note: Enhanced ACT beginning with 1990

University of Northern Iowa
Office of Admissions
September 1992

APPENDIX C

**ACT COMPOSITE STANDARDS
ENTERING FRESHMEN FIRST SEMESTER
1983-84 TO 1992-93**

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)
ACT Composite Score										
36	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	1 0.05	0	0
34	0	0	0	0	0	2 0.11	0	3 0.14	0	1 0.06
33	2 0.11	0	3 0.15	4 0.21	0	0	0	3 0.14	5 0.31	1 0.36
32	5 0.28	3 0.17	0	4 0.21	1 0.06	5 0.28	3 0.15	15 0.71	9 0.46	9 0.54
31	17 0.94	5 0.29	11 0.57	14 0.73	18 1.01	11 0.61	3 0.15	25 1.18	21 1.08	18 1.08
30	26 1.43	19 1.11	10 0.51	29 1.51	29 1.63	19 1.06	19 0.94	30 1.42	39 2.01	34 2.04
29	28 1.54	35 2.04	30 1.54	65 3.38	32 1.80	40 2.23	41 2.03	85 4.02	50 2.58	42 2.52
28	60 3.31	59 3.44	63 3.24	70 3.64	72 4.05	62 3.46	80 3.96	105 4.97	76 3.92	69 4.14
27	71 3.91	75 4.37	96 4.94	101 5.25	61 3.43	85 4.74	103 5.10	148 7.00	93 4.79	87 5.22
26	106 5.84	98 5.71	99 5.10	131 6.81	123 6.93	107 5.96	124 6.14	138 6.53	127 6.54	106 6.36
25	104 5.73	85 4.95	130 6.69	151 7.85	118 6.64	125 6.97	130 6.44	176 8.33	163 8.40	153 9.18
24	107 5.90	122 7.11	158 8.13	172 8.94	168 9.46	157 8.75	157 7.77	204 9.65	202 10.41	166 9.96
23	143 7.88	138 8.04	198 10.19	165 8.58	170 9.57	179 9.98	212 10.50	181 8.56	190 9.79	190 11.40
22	155 8.54	154 8.97	171 8.80	187 9.72	187 10.53	194 10.81	196 9.70	191 9.04	225 11.59	169 10.14
21	141 7.77	144 8.37	191 9.83	163 8.47	167 9.40	164 9.14	173 8.56	289 13.67	228 11.75	181 10.86
20	133 7.33	150 8.74	169 9.70	141 7.33	137 7.71	149 8.31	175 8.67	143 6.76	186 9.58	172 10.32
19	136 7.49	140 8.15	148 7.62	135 7.02	120 6.76	119 6.63	142 7.03	172 8.14	145 7.47	130 7.80
18	116 6.39	121 7.05	102 5.25	101 5.25	109 6.14	111 6.19	129 6.39	100 4.73	103 5.31	87 5.22
17	105 5.79	96 5.59	107 5.51	82 4.26	68 3.83	81 4.52	108 5.35	71 3.36	47 2.42	35 2.10
16	106 5.84	81 4.72	90 4.63	59 3.07	57 3.21	64 3.57	80 3.96	21 0.99	16 0.82	11 0.66
15	85 4.68	68 3.91	58 2.99	58 3.01	49 2.76	48 2.68	48 2.38	6 0.28	9 0.46	5 0.30
14	57 3.14	41 2.37	34 1.75	38 1.98	35 1.97	31 1.73	31 1.53	6 0.28	4 0.21	0
13	32 1.76	34 1.95	33 1.70	20 1.04	22 1.24	17 0.95	28 1.39	0	1 0.05	0
12	31 1.71	22 1.24	20 1.03	17 0.88	12 0.68	9 0.50	15 0.74	1 0.05	0	0
11	32 1.76	13 0.77	10 0.51	7 0.36	9 0.51	6 0.33	9 0.45	0	1 0.05	0
10	9 0.50	10 0.59	9 0.46	4 0.21	4 0.23	8 0.45	7 0.35	0	0	0
9	3 0.17	1 0.06	2 0.10	2 0.10	3 0.17	1 0.06	5 0.25	0	0	0
8	2 0.11	0	0	2 0.10	3 0.17	0	2 0.10	0	0	0
7	3 0.17	2 0.12	0	2 0.10	0	0	0	0	0	0
6	0	1 0.06	2 0.10	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
Median	21.4	21.5	22.0	22.7	22.5	22.5	22.3	23.3	23.0	23.2
Mean	20.9	21.0	21.3	22.0	21.8	21.8	21.6	23.1	22.8	22.9
Number	1815	1717	1943	1924	1776	1794	2020	2114	1941	1666

Note: Enhanced ACT scores beginning with 1990

University of Northern Iowa
Office of Admissions
September 1992

charts/c.15

TO: University Faculty
 FROM: Philip L. Patton, Registrar
 RE: Scholarship Summary Data, Fall Semesters
 DATE: February 1993

The data reported is for the past 14 years. The University of Northern Iowa was approved as a university effective July 1, 1967. The 1967 fall semester is therefore included as a base year. The data is for the fall semester only, except where noted as cumulative data for the mean and median gpa. The undergraduate average grade index showed an increase from 2.81 to 2.84. The average undergraduate load increased to 13.16. These data are extractions from the more elaborate scholarship reports prepared after the close of each semester. More detailed information may be obtained from the Office of the Registrar.

SCHOLARSHIP SUMMARY DATA FALL SEMESTERS

	<u>1967</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
UNDERGRADUATES															
Average Load															
All Students	14.60	13.38	13.21	13.17	13.19	13.01	12.86	12.86	12.95	12.94	13.05	13.05	13.20	13.14	13.16
Freshmen	14.80	13.46	13.28	13.17	13.16	12.87	12.76	12.93	13.11	13.22	13.31	13.31	13.50	13.46	13.70
Sophomores	14.80	13.81	13.63	13.77	13.69	13.38	13.27	13.19	13.33	13.29	13.30	13.41	13.43	13.33	13.38
Juniors	14.50	13.78	13.56	13.68	13.72	13.63	13.36	13.35	13.25	13.17	13.23	13.22	13.36	13.34	13.21
Seniors	13.90	13.60	13.43	13.28	13.36	13.28	13.12	13.00	12.93	12.74	13.00	12.89	12.98	12.97	13.07
Unclassified	4.90	5.68	5.32	5.66	5.70	5.76	5.31	5.51	4.98	4.77	4.91	4.97	5.68	5.04	5.01
Median Grade Index															
All Students (sem)	2.35	2.73	2.79	2.75	2.77	2.75	2.73	2.73	2.73	2.81	2.80	2.86	2.86	2.89	2.93
(cum)												2.74	2.75	2.76	2.78
Average Grade Index															
Men	2.21	2.53	2.59	2.55	2.56	2.57	2.58	2.58	2.58	2.64	2.62	2.69	2.69	2.71	2.75
Women	2.44	2.79	2.82	2.82	2.82	2.82	2.78	2.78	2.78	2.86	2.83	2.87	2.87	2.89	2.92
Freshmen	2.17	2.40	2.46	2.43	2.46	2.44	2.41	2.44	2.48	2.60	2.46	2.55	2.56	2.59	2.57
Sophomores	2.33	2.70	2.78	2.75	2.72	2.71	2.66	2.68	2.67	2.76	2.77	2.80	2.77	2.80	2.82
Juniors	2.43	2.82	2.82	2.81	2.78	2.79	2.78	2.75	2.74	2.78	2.81	2.83	2.82	2.81	2.86
Seniors	2.69	2.98	3.00	2.98	2.99	2.97	2.96	2.96	2.95	2.94	2.98	3.02	3.07	3.06	3.08
Unclassified	2.50	2.53	2.28	2.50	2.58	2.64	2.67	2.64	2.82	2.91	2.92	2.99	2.89	2.87	3.00
All Students (sem)	2.34	2.68	2.72	2.70	2.71	2.71	2.69	2.69	2.69	2.76	2.74	2.79	2.80	2.81	2.84
(cum)												2.81	2.83	2.84	2.86
GRADUATES															
Average Load	6.60	5.56	5.10	5.03	5.34	5.62	5.81	5.79	5.87	5.61	5.94	6.06	6.47	6.29	6.26
Median Grade Index	3.00	3.50	3.64	3.50	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.78	3.67
Average Grade Index	3.16	3.42	3.46	3.43	3.47	3.52	3.51	3.52	3.54	3.59	3.60	3.60	3.58	3.64	3.63

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)	(#) (%)
ACT Composite Score										
36	0	0	0	0	0	0	0	0	0	0
35	0	0	0	0	0	0	0	1 0.05	0	0
34	0	0	0	0	0	0	0	3 0.14	0	0
33	2 0.11	0	0	4 0.21	0	2 0.11	0	3 0.14	6 0.31	1 0.05
32	5 0.28	3 0.17	3 0.15	4 0.21	1 0.06	5 0.28	3 0.15	15 0.71	9 0.46	9 0.46
31	17 0.94	5 0.29	11 0.57	14 0.73	18 1.01	11 0.61	3 0.15	25 1.18	21 1.08	18 1.08
30	26 1.43	19 1.11	10 0.51	29 1.51	29 1.63	19 1.06	19 0.94	30 1.42	39 2.01	34 2.04
29	28 1.54	35 2.04	30 1.54	65 3.38	32 1.80	40 2.23	41 2.03	85 4.02	50 2.58	42 2.52
28	60 3.31	59 3.44	63 3.24	70 3.64	72 4.05	62 3.46	80 3.96	105 4.97	76 3.92	69 4.14
27	71 3.91	75 4.37	96 4.94	101 5.25	61 3.43	85 4.74	103 5.10	148 7.00	93 4.79	87 5.22
26	106 5.84	98 5.71	99 5.10	131 6.81	123 6.93	107 5.96	124 6.14	138 6.53	127 6.54	106 6.36
25	104 5.73	85 4.95	130 6.69	151 7.85	118 6.64	125 6.97	130 6.44	176 8.33	163 8.40	153 9.18
24	107 5.90	122 7.11	158 8.13	172 8.94	168 9.46	157 8.75	157 7.77	204 9.65	202 10.41	166 9.96
23	143 7.88	138 8.04	198 10.19	165 8.58	170 9.57	179 9.98	212 10.50	181 8.56	190 9.79	190 11.40
22	155 8.54	154 8.97	171 8.50	187 9.72	187 10.53	194 10.81	196 9.70	191 9.04	225 11.59	169 10.14
21	141 7.77	144 8.37	191 9.83	163 8.47	167 9.40	164 9.14	173 8.56	289 13.67	278 11.75	181 10.86
20	133 7.33	150 8.74	169 8.70	141 7.33	137 7.71	149 8.31	175 8.67	143 6.76	186 9.58	172 10.32
19	136 7.49	140 8.15	148 7.62	135 7.02	120 6.76	119 6.63	142 7.03	172 8.14	145 7.47	130 7.87
18	116 6.39	121 7.05	102 5.25	101 5.25	109 6.14	111 6.19	129 6.39	100 4.73	103 5.31	87 5.33
17	105 5.79	96 5.59	107 5.51	82 4.26	68 3.83	81 4.52	108 5.35	71 3.36	47 2.42	35 2.17
16	106 5.84	81 4.72	90 4.63	59 3.07	57 3.21	64 3.57	80 3.96	21 0.99	16 0.82	11 0.66
15	85 4.68	68 3.91	58 2.99	58 3.01	49 2.76	48 2.68	48 2.38	6 0.28	9 0.46	5 0.28
14	57 3.14	41 2.17	34 1.75	38 1.98	35 1.97	31 1.73	31 1.53	6 0.28	4 0.21	0
13	37 1.96	34 1.95	31 1.70	20 1.04	22 1.24	17 0.95	28 1.39	0	1 0.05	0
12	31 1.71	22 1.24	20 1.03	17 0.88	12 0.68	9 0.50	15 0.74	1 0.05	0	0
11	32 1.76	13 0.77	10 0.51	7 0.36	9 0.51	6 0.33	9 0.45	0	1 0.05	0
10	9 0.50	10 0.59	9 0.46	4 0.21	4 0.23	8 0.45	7 0.35	0	0	0
9	3 0.17	1 0.06	2 0.10	2 0.10	3 0.17	1 0.06	5 0.25	0	0	0
8	2 0.11	0	0	2 0.10	3 0.17	0	2 0.10	0	0	0
7	3 0.17	2 0.12	0	2 0.10	0	0	0	0	0	0
6	0	1 0.06	2 0.10	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0
Median	21.4	21.5	22.0	22.7	22.5	22.5	22.3	23.3	23.0	23.2
Mean	20.3	21.0	21.5	22.0	21.8	21.8	21.6	23.1	22.8	22.9
Number	1815	1717	1941	1924	1776	1794	2041	2114	1941	1666

Note: Enhanced ACT scores beginning with 1990

University of Northern Iowa
Office of Admission
September 1992

Chart A-1b

-57-

TO: University Faculty
FROM: Philip L. Patton, Registrar
RE: Scholarship Summary Data, Fall Semesters
DATE: February 1993

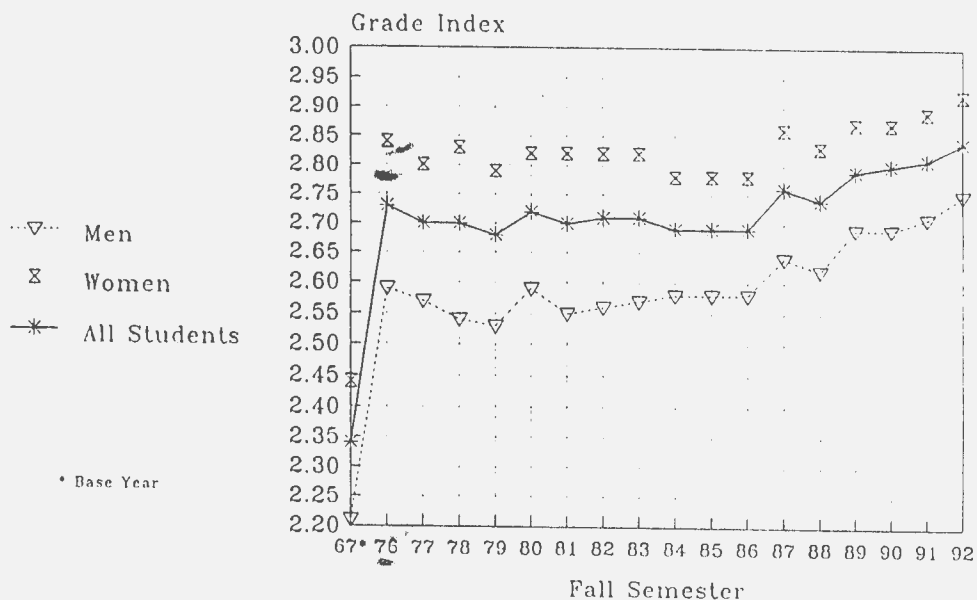
The data reported is for the past 14 years. The University of Northern Iowa was approved as a university effective July 1, 1967. The 1967 fall semester is therefore included as a base year. The data is for the fall semester only, except where noted as cumulative data for the mean and median gpa. The undergraduate average grade index showed an increase from 2.81 to 2.84. The average undergraduate load increased to 13.16. These data are extractions from the more elaborate scholarship reports prepared after the close of each semester. More detailed information may be obtained from the Office of the Registrar.

SCHOLARSHIP SUMMARY DATA
FALL SEMESTERS

	1967	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
UNDERGRADUATES															
Average Load															
All Students	14.60	13.38	13.21	13.17	13.19	13.01	12.86	12.86	12.95	12.94	13.05	13.05	13.20	13.14	13.16
Freshmen	14.80	13.46	13.28	13.17	13.16	12.87	12.76	12.93	13.11	13.22	13.31	13.31	13.50	13.46	13.70
Sophomores	14.80	13.81	13.63	13.77	13.69	13.38	13.27	13.19	13.33	13.29	13.30	13.41	13.43	13.33	13.38
Juniors	14.50	13.78	13.56	13.68	13.72	13.63	13.36	13.35	13.25	13.17	13.23	13.22	13.36	13.34	13.21
Seniors	13.90	13.60	13.43	13.28	13.36	13.28	13.12	13.00	12.93	12.74	13.00	12.89	12.98	12.97	13.07
Unclassified	4.90	5.68	5.32	5.66	5.70	5.76	5.31	5.51	4.98	4.77	4.91	4.97	5.68	5.04	5.01
Median Grade Index															
All Students (sem)	2.35	2.73	2.79	2.75	2.77	2.75	2.73	2.73	2.73	2.81	2.80	2.86	2.86	2.89	2.93
(cum)												2.74	2.75	2.76	2.78
Average Grade Index															
Men	2.21	2.53	2.59	2.55	2.56	2.57	2.58	2.58	2.58	2.64	2.62	2.69	2.69	2.71	2.75
Women	2.44	2.79	2.82	2.82	2.82	2.82	2.78	2.78	2.78	2.86	2.83	2.87	2.87	2.89	2.92
Freshmen	2.17	2.40	2.46	2.43	2.46	2.44	2.41	2.44	2.48	2.60	2.46	2.55	2.56	2.59	2.57
Sophomores	2.33	2.70	2.78	2.75	2.72	2.71	2.66	2.68	2.67	2.76	2.77	2.80	2.77	2.80	2.82
Juniors	2.43	2.82	2.82	2.81	2.78	2.79	2.78	2.75	2.74	2.78	2.81	2.83	2.82	2.81	2.86
Seniors	2.69	2.98	3.00	2.98	2.99	2.97	2.96	2.96	2.95	2.94	2.98	3.02	3.07	3.06	3.08
Unclassified	2.50	2.53	2.28	2.50	2.58	2.64	2.67	2.64	2.82	2.91	2.92	2.99	2.89	2.87	3.00
All Students (sem)	2.34	2.68	2.72	2.70	2.71	2.71	2.69	2.69	2.69	2.76	2.74	2.79	2.80	2.81	2.84
(cum)												2.81	2.83	2.84	2.86
GRADUATES															
Average Load	6.60	5.56	5.10	5.03	5.34	5.62	5.81	5.79	5.87	5.61	5.94	6.06	6.47	6.29	6.26
Median Grade Index	3.00	3.50	3.64	3.50	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.78	3.67
Average Grade Index	3.16	3.42	3.46	3.43	3.47	3.52	3.51	3.52	3.54	3.50	3.60	3.60	3.58	3.64	3.63

Average Grade Indexes

Fall Semesters



University of Northern Iowa
Office of the Registrar
February 1993

GRADE DISTRIBUTION FOR FALL SEMESTERS 1987 - 1992

		A	A-	B+	B	B-	C+	C	D+	D	D-	F	CR	NC	I	W	RC	Audit	
Fall 1992 N = 57449	N =	11110	6084	5450	9263	4603	3632	5391	2152	744	1452	414	1323	1733	167	589	3074	147	121
E = 13045	% =	19.3	10.6	9.5	16.1	8.0	6.3	9.4	3.7	1.3	2.5	.7	2.3	3.0	.3	1.0	5.4	.3	.2
Fall 1991 N = 58396	N =	10619	6077	5643	9335	4713	3875	5813	2349	856	1456	461	1339	1597	175	632	3255	122	79
E = 13163	% =	18.2	10.4	9.7	16.0	8.1	6.6	10.0	4.0	1.5	2.5	.8	2.3	2.7	.3	1.1	5.6	.2	.1
Fall 1990 N = 57027	N =	10244	5678	5500	9226	4619	3705	5767	2213	880	1524	429	1306	1855	262	582	3063	100	73
E = 12638	% =	18.0	10.0	9.6	16.2	8.1	6.5	10.1	3.9	1.5	2.7	.8	2.3	3.3	.5	1.0	5.4	.2	.1
Fall 1989 N = 54045	N =	9417	5263	5075	8911	4304	3451	5648	2010	809	1457	427	1193	1752	549	608	2992	96	83
E = 11837	% =	17.4	9.7	9.4	16.5	8.0	6.4	10.5	3.7	1.5	2.7	.8	2.2	3.2	1.0	1.1	5.5	.2	.2
Fall 1988 N = 52794	N =	8437	4954	4956	8245	4115	3554	5640	2143	852	1415	456	1362	2264	635	568	3065	69	64
E = 11472	% =	16.0	9.4	9.4	15.6	7.8	6.7	10.7	4.1	1.6	2.7	.9	2.6	4.3	1.2	1.1	5.8	.1	.1
Fall 1987 N = 53174	N =	8869	5027	4804	8361	4191	3432	5536	1992	841	1357	443	1250	2450	579	664	3254	59	65
E = 11431	% =	16.7	9.5	9.0	15.7	7.9	6.5	10.4	3.7	1.6	2.6	.8	2.4	4.6	1.1	1.2	6.1	.1	.1

N = Total Grades Awarded

% = Percent of Total Grades Awarded

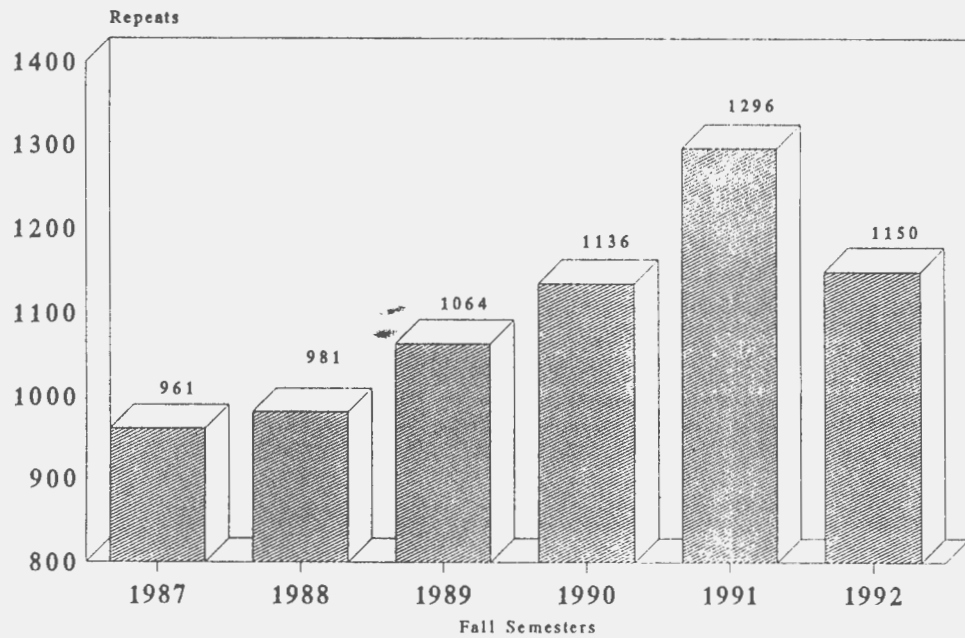
E = Fall Enrollment

Prospective and Declared Majors With a Minimum
Grade Point Average for Admission to Major

Academic Area	GPA	No. of students
Dietetics	2.50	24
Family Services	2.40	7
COBA	2.50	2979
Communication and Theatre Arts	2.50	626
Teacher Education	2.50	3901
Total		7537 or 63.7% of undergraduate student body

Office of the Registrar
March 1993

Total Number of Repeated Courses
Fall Semesters 1987 to 1992



University of Northern Iowa
Office of the Registrar
March 1993

(charts\ch35)

REPORT TO THE UNIVERSITY FACULTY SENATE

from the

GRADUATE COUNCIL

The University Graduate Council submits the following report to the University Faculty Senate and recommends that additions be made in the catalog as stated in this report.

APRIL 1993

COLLEGE OF HUMANITIES AND FINE ARTS
Beverley Byers-Pevitts, Dean

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Aaron M. Podolefsky, Dean

I. NEW PROGRAM:

MASTER OF ARTS IN WOMEN'S STUDIES (new master's degree program)

Through core courses and selected electives, students enrolled in the Master of Arts in Women's Studies will accomplish several objectives: 1) examine theories concerning the social and historical constructions of gender, 2) explore how gender defines relationships among women, among men, and between men and women; 3) recognize that women's lives have been under-represented in traditional disciplines and investigate previously neglected materials in order to identify women's as well as men's roles in cultural or social endeavors; 4) study, compare, and evaluate an array of disciplinary perspectives on gender, including, but not limited to, cross-cultural, economic, sociological, historical, and literary perspectives; 5) identify intersections of gender with race, class, age, sexual identity, and ethnicity, both locally and globally, both in the present and in the past; and 6) employ new methodological and critical approaches to materials customarily treated in other ways, revising the content and assumptions of particular disciplines to address gender more effectively.

The M.A. in Women's Studies is a thesis-only program of study. Its curriculum is designed to meet the needs of students who strive for analytic clarity and rigor in gender-focused research. Students may employ the skills in reflective and critical analysis as well as the broad base of knowledge that they obtain in the program to 1) prepare for a Ph.D. program with a disciplinary or interdisciplinary focus on gender or, 2) enhance leadership skills for a career in the public or private sector or, 3) satisfy strong intellectual interests and curiosity while pursuing advanced education in the liberal arts.

Admission to the program is competitive. Detailed information on admissions requirements and procedures may be obtained from the Director of the Women's Studies Program.

Required Core 16 hrs.

1. 68:20x Graduate Seminar in Women's Studies: Gender, Race, and Class.
2. 98:171.
3. 96:146.
4. 62:20x Feminist Literary Theories and Practice.

5. Research Methodologies (1 course required from among the following to be chosen in consultation with the advisor; where applicable, sequencing of courses will be observed):
 50:289; 50:165; 62:161; 62:201; 96:290; 99/98:178;
 98:160; 98:165; 98/99:174; 98:201; 99:148.
 Electives 12 hrs.

In consultation with their faculty advisor, students will select a focus of elective courses. Foci may include one of the following: PERSPECTIVES ON GENDER: methodological and theoretical issues in the study of gender (e.g., philosophical foundations of theories of gender; methodologically self-conscious applications of gender theory to the study of culture; interlocking categories of race, gender, and class); WOMEN AND LEADERSHIP: topics that account for gender-differentiated experiences in the work place and empower students for more effective participation in the public or private sector; WOMEN, MEN, AND SOCIETY: analyses of gender that locate its significance in cultural and social institutions such as the family, work, government, and religion and focus on gender, race, class, age, sexual identity, and ethnicity as interactive systems. If the required number of 200-level courses has not been satisfied in the core, students must take at least one 200-level elective.

If focus courses have prerequisites which instructors choose not to waive, students may take such courses outside of the degree program. Demonstrated proficiency in a second language is recommended.

Thesis Research 6 hrs.

Total credits 34 hrs.

In addition to course and thesis requirements, students must pass written and oral comprehensive examinations.

II. NEW COURSES (by department)

Humanities - Women's Studies

68:2xx Graduate Seminar in Women's Studies: Gender, Race, and Class
 -- 3 hrs.